

Michigan Department of Education
Office of Special Education

Office of Special Education

Directory and Overview

August 2015





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STATEMENT OF COMPLIANCE WITH FEDERAL LAW

The Michigan Department of Education (MDE) complies with all federal laws and regulations prohibiting discrimination and with all requirements of the U.S. Department of Education.

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Introduction

This document provides an overview of the Michigan Department of Education (MDE), Office of Special Education (OSE), including information about the OSE responsibilities. Also included are primary contacts for each area of work, important updates, and resources to better support special education stakeholders.

The OSE provides special education supervision and services within a continuum of support for children and youth with disabilities. This support ranges from the federal to the local level and includes special education laws, programs, and services. Understanding the different safeguards and programs for students with disabilities will help special education stakeholders understand the role of the OSE in this continuum of support.

The following is a brief overview of foundational information about the laws, offices, and safeguards for individuals with disabilities.

Laws, Regulations, and Rules

Individuals with Disabilities Education Act (IDEA)

- The IDEA is a federal law. The IDEA is further supported by its regulations.
- The IDEA established two separate sets of services for different age segments:
 - » **Part B:** Special education programs and services for children ages 3 through 21
 - » **Part C:** Early intervention services for children birth through age 2
- Part B requires a **free appropriate public education (FAPE)** for children and students with disabilities. A FAPE is provided through special education programs and services.

Michigan Compiled Law (MCL)

- The MCL is the state's comprehensive set of laws, including Michigan education laws, such as the Revised School Code.
- The MCL mandates that special education services are provided from birth through age 25.
 - » Federal funding for special education is only for children and youth ages 3 through 21. Therefore, programs and services paid for by IDEA Part B funds only serve children and youth ages 3 through 21. Also, data used for federal reporting only concerns children and youth ages 3 through 21.
 - » The state and districts must use state and local funds to provide special education programs and services to eligible children from birth through age 2 and youth ages 22 through 25, as mandated by the MCL.

Michigan Administrative Rules for Special Education (MARSE)

- The MARSE are state rules promulgated by the OSE through the process defined in the state's *Administrative Procedures Act*.
- The rules supplement and complement state and federal laws.

Offices Outside of the OSE

Office of Special Education Programs (OSEP)

- The OSEP is a program component of the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS).
- The OSEP produces the implementing regulations for the IDEA.
- The OSEP provides guidance for state education agencies (such as the MDE) and monitors states for compliance with the IDEA.

Office of Great Start (OGS)

- The OGS is a division of the MDE that provides programs and services for children from birth through grade 12 and their families, with an emphasis on birth through age 8.
- The OGS coordinates and oversees many of Michigan's early childhood programs, including:
 - » **Early On**[®], a program that provides services for children with disabilities from birth through age 2 and their families.
 - ◇ *Early On* manages Michigan's IDEA Part C activities. *Early On* also works with the OSE on special education activities, required by state law, for children from birth through age 2.

Federal Reporting and Monitoring

Indicators

- Indicators are the monitoring priorities developed by the OSEP. The indicators are used for evaluating the success of services for Part B and Part C of the IDEA.
- Starting in the 2013-2014 school year, the OSEP developed 18 indicators for Part B for monitoring. The OSEP originally developed 20 indicators for Part B.
- Starting in the 2013-2014 school year, the OSEP developed 11 indicators for Part C for monitoring. The OSEP originally developed 14 indicators for Part C.

State Performance Plan (SPP) and Annual Performance Report (APR)

- The IDEA requires that each state has an improvement plan for Part B and Part C.
 - » States create an improvement plan for each indicator.
 - » Improvement plans are submitted in two SPPs: one for Part B and one for Part C.
- Data are annually collected from each school district and submitted to the OSEP as statewide data in the APRs for Part B and Part C.
 - » Michigan provides special education programs and services to eligible children and youth from birth through age 25; however, the data for federal review are only for children who are federally required to be served. Therefore, data in the Part B SPP/APR only reflect children ages 3 through 21. Data for children ages birth through age 2, including those receiving Michigan special education programs and services, are reported in the Part C SPP/APR.

Special Education Advisory Committee (SEAC)

Jason Feig

SEAC Chair, 2015-2016

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Meredith Hines

SEAC Liaison
from MDE, OSE

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Website

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The Role of the SEAC

The IDEA mandates that states create an advisory panel for the purpose of providing policy guidance regarding special education programs and services. In Michigan, this panel is the Special Education Advisory Committee (SEAC).

The SEAC supports opportunities for students by gathering, sharing, and disseminating information to the public; advising the State Board of Education; and working with the OSE.

SEAC members are appointed by the State Board of Education. The 33 members of the SEAC represent a diverse group of stakeholders (parents, administrators, service providers, advocates, and consumers) concerned with the education of all children, including students with disabilities.

SEAC Meetings

The SEAC holds monthly meetings which include presentations from the OSE. A portion of the meeting is also reserved for public comment. An individual public comment is limited to five minutes.

Persons wishing to address the SEAC must declare their intent by submitting a form at the meeting prior to the time reserved for public comment. The form can be downloaded from the SEAC website.

Visit

seac.cenmi.org/meetings

Download

[Request to Address the SEAC Meeting Card](#)

Office of Special Education (OSE)

Michigan Department of Education (MDE)

608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
michigan.gov/mde
517-373-3324

Office of Special Education (OSE)

michigan.gov/ose-eis
517-373-0923
517-373-9434 (TTY)
1-888-320-8384 (Toll Free)

How the OSE Supports Special Education in Michigan

The Michigan Department of Education (MDE), Office of Special Education (OSE) provides the general supervision, administration, and funding of special education programs and services for eligible children and youth with disabilities from birth through age 25, in accordance with federal and state law.

The U.S. Office of Special Education Programs (OSEP) created performance indicators to evaluate how well states implement the requirements of Part B and Part C of the *Individuals with Disabilities Education Act* (IDEA). The OSE is tasked with developing, implementing, and monitoring Michigan's improvement plans for each IDEA Part B indicator.

The improvement plans are developed with federal guidance and stakeholder input. The plans and the results for each indicator are annually reported to the OSEP in the State Performance Plan/Annual Performance Report (SPP/APR). The SPP/APR is made publicly available on the OSE website.

Though the IDEA Part B only governs special education programs and services for children and youth ages 3 through 21, the OSE has the additional responsibility to provide services for eligible children in Michigan from birth through age 2 and youth ages 22 through 25, as required by state law.

The OSE is made up of four units:

- Administration
- Program Finance
- Program Accountability
- Performance Reporting

The OSE also oversees the MDE, Low Incidence Outreach program and the Michigan School for the Deaf.

Administration Unit

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OSE Director

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The Administration Unit provides leadership and oversight of the OSE and its IDEA Grant Funded Initiatives. The unit also reports and responds to the State Board of Education, the State Superintendent, and the Deputy Superintendent.

The Administration Unit is responsible for the entirety of the OSE, providing direct oversight for several activities in addition to the work handled by the various units.

State Systemic Improvement Plan (SSIP)

The State Systemic Improvement Plan (SSIP) is a new indicator created by the OSEP. The SSIP is part of the OSEP's new Results Driven Accountability (RDA) framework for monitoring.

From 2006 to 2013, the OSEP monitored states on compliance indicators, which generally measure the ability to follow timelines and procedures. After introducing the RDA framework in 2014, the OSEP also began monitoring student-level results to determine how well states met the requirements of the IDEA.

SSIP Contact

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The OSE submitted Phase 1 of its Part B SSIP, along with baseline data, to the OSEP in April 2015. The submissions are part of the State Performance Plan (SPP)/ Annual Performance Report (APR) which can be found on the OSE website.

Visit

michigan.gov/ose-eis

Click on

[Annual Performance Report/
State Performance Plan](#)

in the left-hand menu

To support its emphasis on results, the OSEP tasked states with developing an SSIP. To assess the SSIP's effectiveness, each state has to address a measurable student-level outcome through the SSIP. This student-level outcome is known as the State Identified Measurable Result (SIMR). Improving a SIMR is an indication of the SSIP's effectiveness.

Though the SSIP is a Part B and Part C indicator to measure results for children and youth with disabilities, Michigan is using this opportunity to develop the SSIP in a way that supports the broader education system, including general education.

With the OSE lead in the development of the SSIP, aspects of the SSIP are integrated with other MDE initiatives and plans. The OSE chose early literacy as its SIMR, in part because it aligns with general education literacy efforts. Improving early literacy impacts all students, including students with disabilities.

Administration

Significant Disproportionality

Section 300.646 of the IDEA regulations requires states to monitor districts for significant disproportionality.

Significant disproportionality considers the over-representation of particular races or ethnicities among students with a disability. Significant disproportionality occurs when over-representation reaches a certain threshold within one of the monitoring areas.

Identification

Michigan monitors two areas of identification:

- Identification as students with a disability as compared to the overall student population.
- Identification as students within a particular eligibility category as compared to all students with a disability.

Educational Settings

Michigan monitors three areas of educational settings. Students in each setting are compared to all students with a disability:

- Placement in a general education setting for 40-79 percent of the day.
- Placement in a general education setting for less than 40 percent of the day.
- Placement of students in a separate school or residential facility.

Discipline

Michigan monitors four areas of discipline. For each area of discipline, students are compared to the overall student population:

- In-school suspension for 2-10 days.
- In-school suspension for 11 or more days.
- Out-of-school suspension/expulsion for 2-10 days.
- Out-of-school suspension/expulsion for 11 or more days.

Significant Disproportionality Contact

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Federal Requirements for Districts With Significant Disproportionality

34 CFR § 300.646(b)(1)

Review policies, procedures, and practices.

34 CFR § 300.646(b)(3)

Publicly report any policies, procedures, or practices that are changed.

34 CFR § 300.646(b)(2)

Use 15 percent of Part B funds for Coordinated Early Intervening Services (CEIS).

Indicators vs. Significant Disproportionality

In addition to significant disproportionality, the OSEP also uses indicators to monitor the disproportionate representation of racial/ethnic groups in identification and discipline.

Though similar to significant disproportionality, some different data is analyzed. Also, in the case of noncompliance, districts have a different set of requirements.

Additional guidance and information on significant disproportionality is on the OSE website.

Visit
michigan.gov/ose-eis

Click on
[Significant Disproportionality](#)
in the left-hand menu

Assessment

The goal of statewide assessment is to provide all students with an opportunity to demonstrate what they know and have learned. The OSE works with the Division of Accountability Services to support students with disabilities.

Because students with disabilities have a diverse array of instructional needs, the state offers a continuum of assessments to measure student learning.

Most students with disabilities participate in the state's general assessments, often with accommodations. However, the general assessment, even with accommodations, is not appropriate for all students.

Federal regulations require states to offer an alternative assessment based on alternate achievement standards (AA-AAS). In Michigan, this assessment is MI-Access. An individualized education program (IEP) team may determine that MI-Access is more appropriate for a student who has, or functions as if the student has, a cognitive impairment.

Assessment Contacts

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Assessment Consultant for
Students with Disabilities
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The MDE website has extensive resources and information on statewide assessments. The website includes information about alternate assessments and the new Michigan Student Test of Educational Progress (M-STEP).

Visit

michigan.gov/mde

Click on

[MDE Offices](#)

in the left-hand menu

Click on

[Educational Assessment
& Accountability](#)

MI-Access

MI-Access has three levels of testing, each for a different student population.

Functional Independence assessments are for students who have, or function as if they have, a mild cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.

Supported Independence assessments are for students who have, or function as if they have, a moderate cognitive impairment. These students may have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.

Participation assessments are for students who have, or function as if they have, a severe cognitive impairment. These students may have significant cognitive and physical impairments that limit their ability to generalize or transfer learning. This makes it difficult to determine their actual abilities and skills.

Michigan Medicaid School-Based Services (SBS) Program

Districts serving students with disabilities are often required to provide medical services. The Michigan Medicaid SBS Program enables intermediate school districts (ISDs) to receive partial reimbursement for some of these services provided to Medicaid-eligible children and students. The OSE is a partner with the Michigan Department of Health and Human Services (MDHHS) for administering and overseeing this program.

Medicaid Contact

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The Medicaid SBS program provides partial reimbursement for direct health care and related services such as physical, occupational, and speech therapies. Partial reimbursement is also available for costs associated with Administrative Outreach services, such as providing families with information about Medicaid, helping families obtain application forms, and referring families to Medicaid providers.

Resources for the Michigan Medicaid SBS Program are available on the [MDHHS website](#).

Visit

michigan.gov/medicaidproviders

Click on

1. [Billing and Reimbursement](#)
2. [Provider Specific Information](#)
3. [School Based Services](#)

Secondary Transition

All students face challenges when moving from school to post-school life. The challenges for students with disabilities can be particularly difficult. The IDEA requires transition services and other supports throughout a student's academic career to prepare for post-school life. The OSEP also created indicators to monitor the implementation of transition services.

To prepare for life after school, students need services from other agencies during their academic career. Services may include job trainings, work-based learning, community-based experiences, and health services. Because schools must help students access these services, interagency collaboration is vital for a successful transition.

Multiple agencies at the federal level developed the "2020 Federal Youth Transition Plan: A Federal Interagency Strategy" as a workgroup. As the state's lead agency for special education, the OSE is working with other state agencies on a similar model. The OSE is working to align transition outcomes for Michigan with the 2020 Federal Youth Transition Plan.

Transition Contacts

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Transition Website

mitransition.org

Performance Reporting Unit

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Unit Supervisor

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The Performance Reporting Unit coordinates the collection, verification, analysis, and reporting of special education student and personnel data for required state and federal reports. The unit also coordinates and provides technical assistance to districts and other stakeholder groups to ensure compliance with state and federal requirements.

State Performance Plan/Annual Performance Report (SPP/APR) Performance Indicators

Much of the Performance Reporting Unit work focuses on the data collection and reporting of the SPP/APR Performance Indicators. The OSEP created the indicators to evaluate the success of the delivery of special education programs and services.

Results Indicators

Michigan sets measurable and rigorous targets with broad stakeholder input. Targets vary by indicator.

1. Graduation
2. Dropout
3. Statewide Assessment
- 4A. Rates of Suspension and Expulsion
5. Educational Environments:
Ages 6 through 21
6. Early Childhood Education Environments:
Ages 3 through 5
7. Preschool Outcomes
8. Facilitated Parent Involvement
14. Postsecondary Outcomes
15. Resolution Session Agreements
16. Mediation Agreements
17. State Systemic Improvement Plan (SSIP)

Compliance Indicators

The OSEP sets targets of either zero percent or 100 percent.

- 4B. Rates of Suspension and Expulsion
by Race/Ethnicity
9. Disproportionate Representation:
Child With a Disability
10. Disproportionate Representation:
Eligibility Categories
11. Child Find (Evaluation Timelines)
12. Early Childhood Transition
13. Secondary Transition

Performance Reporting

State Performance Plan/Annual Performance Report (SPP/APR)

The IDEA requires states to develop a six-year State Performance Plan/Annual Performance Report (SPP/APR) for the implementation of Part B (special education services) and Part C (early intervention services) of the IDEA. The SPP/APR must be submitted to the OSEP. The Performance Reporting Unit coordinates the development and submission of the Part B SPP/APR.

The SPP/APR includes historical data and performance targets for 18 indicators. (Indicator 4A and 4B are counted as two indicators.) States must annually collect and submit data to the OSEP for each indicator in the SPP/APR.

The OSEP then assigns a determination of how well a state is meeting the requirements of the IDEA. The determination levels are: meets requirements, needs assistance, needs intervention, or needs substantial intervention.

SPP/APR Contacts

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State Performance Plan
Coordinator

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Find the SPP/APR

Visit

michigan.gov/ose-eis

Click on

[Annual Performance Report/State Performance Plan](#)

in the left-hand menu

Part B SPP History

2005: The original SPP included 20 indicators. Michigan set the state targets and strategies through the 2010-2011 school year. Periodic updates to the SPP were required.

2011: The OSEP required a two-year extension for the SPP to cover the 2011-2012 and 2012-2013 school years.

2013: The OSEP required a new six-year plan with 18 indicators to go through the 2018-2019 school year.

SPP/APR Reporting Cycle

February: The OSE submits the SPP/APR which includes data from the previous school year (ending in June) and the performance plan for the upcoming school year (beginning in July).

April: The OSEP provides feedback. The OSE makes revisions and resubmits the SPP/APR.

July-June: The districts submit data to the OSE over the course of the school year which is reported the following SPP/APR.

Performance Reporting

Public Reporting

School districts submit data to the OSE for the SPP/APR Performance Indicators. Section 300.602 of the IDEA regulations requires that states report the district-level data to the public.

This information provides local districts and communities an opportunity to see what is working well in their special education and early intervention programs and to identify what aspects of those programs are in need of improvement.

As determined by the OSEP, states must report on Indicators 1-14. For Indicators 1, 2, 4A, and 4B, there is a required one-year data lag.

Public Reporting Contacts

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View District-Level Data

Visit
mischooldata.org

Click on
[Annual Public Reporting - SPP](#)
in the left-hand menu, under Special Education

Monitoring and Technical Assistance

The Monitoring and Technical Assistance team manages the operations of the Continuous Improvement and Monitoring System (CIMS). CIMS is the electronic system used for monitoring districts for their performance on SPP/APR Performance Indicators.

Districts submit Part B and Part C data through the Michigan Student Data System (MSDS). The data is reflected back to the districts through CIMS. The data is used to issue findings of noncompliance and to select districts for monitoring activities. The monitoring and technical assistance team conducts site visits (known as focused monitoring), assigns Technical Assistance Providers, and explores opportunities for professional development and best practices.

Monitoring and Technical Assistance Contact

Jeanne Anderson Tippett

CIMS Coordinator
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CIMS Website

cims.cenmi.org

Starting in the 2015-2016 school year, the CIMS is rolling out a redesigned web-based system with a revised purpose and improved user experience. New features will be added, such as a customizable dashboard, responsive design for tablets, and increased communication between the OSE and districts. The system will no longer be called CIMS but will be renamed to represent the further integration of the work of the OSE with other state systems and school-wide improvement efforts.

Program Accountability Unit

Sheryl Diamond

Unit Supervisor

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The Program Accountability Unit develops and implements special education policy. Policy is developed to align with—and clarify—state and federal requirements. The unit also administers due process.

Michigan Special Education Information Line

1-888-320-8384

mde-ose@michigan.gov

The Program Accountability Unit manages an information line that calls directly into the OSE. The Michigan Special Education Information Line is answered during business hours. Staff also respond to messages left during off-hours.

The information line is available to all stakeholders and provides guidance or answers for any question related to special education. Any question that cannot be answered immediately will be researched and responded to as quickly as possible.

Michigan Administrative Rules for Special Education (MARSE)

The MARSE are state rules created to carry out the intent of the IDEA and the Michigan Compiled Law (MCL) special education laws. The rules help clarify or define requirements of state and federal laws.

The OSE manages the rule promulgation process, which includes writing the rules with stakeholder input, obtaining public comment, and seeking legislative approval.

MARSE Contact

Nancy Rotarius

Policy Coordinator

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Rule Promulgation Process



View the MARSE

Visit michigan.gov/orr

Click on [Search MI Administrative Rules](#) in the left-hand menu

Search for [Special Education](#)

Program Accountability

Intermediate School District (ISD) Plans

The *Revised School Code*, 1976 PA 451, MCL 380.1711(1)(a) requires the development of an intermediate school district (ISD) plan for the delivery of special education programs and services. Part 7 of the MARSE (rules 340.1831 through 340.1839) outlines the requirements for the development, submission, and monitoring of ISD plans.

ISD plans provide information regarding the delivery system of special education programs and services for an ISD and its constituent local educational agencies (LEAs). ISD plans are developed by each ISD with input from its LEAs and parent advisory committee.

Each ISD submits its ISD plan to the OSE for review. The OSE will request any necessary changes as part of the review process. Once a plan meets the requirements, the OSE recommends its approval to the State Superintendent.

The OSE is working on an improvement process to streamline the approval process. The OSE has developed a rotational schedule for the submission and review of ISD plans. This schedule begins in October 2015.

ISD Plans Contact

Nancy Rotarius

Policy Coordinator

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517-335-0448

The ISD plan rotational schedule is available on the OSE website.

Visit

michigan.gov/ose-eis

Click on

[Administrative Forms and Procedures](#)

in the left-hand menu

Waivers and Deviations

Waivers

The *Revised School Code*, 1976 PA 451, MCL 380.1281(3) allows intermediate and local school districts to apply for a renewable, limited time waiver for rules in the MARSE. A district may request a waiver for certain rules if the district can meet the intent of the rule in a more effective, efficient, or economical manner.

Districts submit applications for waivers to the OSE. Waivers may be granted for up to three years. Districts may apply to renew expiring waivers, although applications for waiver renewals are subject to the review process.

Waivers and Deviations Contact

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Policy Consultant

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Program Accountability

Waivers and Deviations continued

Deviations

Rule 340.1734 of the MARSE details the procedure for districts requesting a deviation from the MARSE. A district may request a deviation from certain rules if unforeseen circumstances will make it necessary.

The OSE reviews deviation requests and makes the final decision on whether to grant or deny the request. Deviations will only be considered if sudden circumstances warrant the request; deviations may not be used to pre-plan programs and services or to contain costs.

Deviations may only be granted through the end of the school year in which they are requested.

The waiver application and deviation request form are available on the OSE website.

Visit
michigan.gov/ose-eis

Click on
[Administrative Forms and Procedures](#)
in the left-hand menu

Dispute Resolution

Dispute resolution is needed when an individual or organization and a public agency disagree about an issue regarding the special education programs and services for an eligible student with a disability. The Program Accountability Unit supports a variety of dispute resolution methods.

Collaborative Problem Solving

The OSE encourages collaborative problem solving methods. These methods are the most likely to preserve good relationships and avoid costly disputes. Collaborative methods include informal meetings between the parties, a facilitated IEP team meeting, and mediation.

Dispute Resolution Contact

Sheryl Diamond

Supervisor

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Resources for Collaborative Problem Solving

The Michigan Special Education Mediation Program (MSEMP) is an IDEA Grant Funded Initiative of the OSE. The MSEMP has a network of trained, impartial facilitators and mediators. The facilitators and mediators are available to participate in meetings at no cost to districts and parents. The MSEMP also offers trainings on how to develop productive working relationships.

Visit
msempr.cenmi.org

Call
1-800-8RESOLVE
1-800-8-737-6583



Program Accountability

Dispute Resolution continued

State Complaints

An individual or organization may file a state complaint to allege that a public agency has violated a requirement of state or federal special education law. A single complaint may contain multiple allegations.

The Program Accountability Unit assigns state complaints to case managers who conduct an investigation. The case manager works with the ISD to conduct investigations regarding complaints filed against any ISD constituent district.

Investigations conclude with a final decision from the OSE. A final decision includes a finding of compliant or non-compliant for each allegation. In the event of non-compliance, the OSE issues a corrective action.

State Complaints Website

The OSE maintains an archive of state complaint final decisions. Other resources about the dispute resolution process are also available.

Visit

focus.cenmi.org/state-complaints

Due Process Hearings

An individual, organization, or public agency may submit a request for a due process hearing to resolve a disagreement about the identification, evaluation, eligibility, educational placement, or manifestation determination of a student, or a disagreement regarding the provision of a free appropriate public education (FAPE) for a student under the IDEA.

The formal request must be submitted to the OSE and the other party (or parties). The OSE forwards the request to the Michigan Administrative Hearing System (MAHS), which assigns the case to an administrative law judge (ALJ). The ALJ chooses to hear or dismiss the case.

If the ALJ hears the case, the ALJ makes a decision that must be carried out by the public agency. The public agency must provide proof of compliance with the ALJ decision and order.

The model form and guidance for due process hearings are available on the OSE website.

Visit

michigan.gov/ose-eis

Click on (for the form)

[Administrative Forms and Procedures](#)

in the left-hand menu

Click on (for additional guidance)

[Compliance, Monitoring & Due Process](#)

in the left-hand menu

Program Accountability

Child Find

States and districts are required to conduct child find activities as stated by the IDEA regulations in Part B (§ 300.111) and Part C (§§ 303.302 and 303.303). In accordance with the IDEA and state law, districts must identify and evaluate children and youth from birth through age 25 who need early intervention services or special education services.

The *Early On*® program in Michigan conducts statewide child find activities for Part C. This means finding children from birth through age two who need early intervention services. *Early On* also helps manage and coordinate early intervention services for eligible children.

Some of these children may also be entitled to special education programs and services, as mandated by Michigan law. The OSE works with *Early On* to identify and provide services to children who are eligible for both early intervention services and special education services.

Part B child find requirements are for children and youth ages 3 through 21. School districts often use school-based activities to locate and identify school-aged children. However, school-based activities fail to address the preschool population. Community-based activities can be effective for finding children who are not yet in school. To address this need, the OSE created Build Up Michigan to help locate and identify children ages 3 through 5 who are eligible for special education programs and services.

Child Find Contact

Birth through age 2

1800earlyon.org

1-800-Early On

Ages 3 through 5

buildupmi.org

1-888-320-8384

(Michigan Special Education Information Line)

State-level Child Find Support



Birth through age 2

Early On: Public awareness program and support for early intervention services



Ages 3 through 5

Build Up Michigan: Public awareness program funded by the OSE



Ages 5 through 25

OSE: Monitors district practices, policies, and procedures

Join the Awareness Campaign

School districts and other agencies/service providers can help promote awareness. *Early On* and Build Up Michigan have free marketing materials for their partners to distribute.

Order materials online:

earlyon.cenmi.org/products

Program Accountability

Personnel Approvals

The OSE is responsible for the operation of Special Education Personnel Approvals. Districts must obtain approvals from the OSE for various special education personnel.

To process a Special Education Personnel Approval, districts must use the Michigan Online Education Certification System (MOECS). To gain access to the MOECS, districts must submit a School District Security Agreement Form. This form can be found on the Special Education Personnel Approvals web page.

To receive approval, the candidate must meet a minimum set of criteria as stated in the *Michigan Administrative Rules for Special Education* (MARSE) and the Special Education Personnel Approvals web page.

Personnel Approvals Contact

Roxanne Balfour
Departmental Specialist
balfourr@michigan.gov
517-335-0468

To access the MOECS:

Visit

www.michigan.gov/mde

Click on

[Educator Certification](#)

in the left-hand menu

Click on

[Michigan Online Educator Certification System](#)

in the left-hand menu

To access the School District Security Agreement Form and other resources and training:

Visit

www.michigan.gov/ose-eis

Click on

[Special Education Personnel Approvals](#)

in the left-hand menu

Program Finance Unit

John Andrejack

Unit Supervisor

517-241-4386

andrejackj@michigan.gov

The Program Finance Unit provides oversight for state aid and federal funding structures for special education programs and services. The unit ensures that federal grants and state aid reimbursements are effectively administered.

Michigan receives funds from the federal government under Part B of the IDEA for the delivery of special education programs and services to students with disabilities ages 3 through 21. The state equitably distributes a large portion of the funds to ISDs.

Special Education Flowthrough Grant

Section 611, 34 CFR 300.705, subpart G of the IDEA requires states to provide Special Education Flowthrough Grants to its districts. Grants are funded by IDEA Part B. Michigan awards grants to ISDs to use the funds for providing special education services.

Grants are awarded annually. Each ISD submits an application, which includes a budget for expenditures. Grant applications are submitted to the OSE by July 1 of each year using the Michigan Electronic Grants System Plus (MEGS+).

An estimated amount of funds is announced in the spring. A final amount is released in the summer. The allocation of funds is determined in the following manner:

- A base allocation of funds is equal to what the ISD received in 1999 under IDEA § 611(d).
- Eighty-five percent of the remaining funds are distributed to ISDs based on the number of children enrolled in public and private schools in each ISD's jurisdiction.
- The other 15 percent of the remaining funds are distributed to ISDs based on the number of children who are eligible for free and reduced lunch.

The life of a Special Education Flowthrough Grant is 27 months, starting July 1.

July 1 (month 1): The OSE awards the grant to the ISD.

August 29 (month 2): The ISD submits its first Interim Financial Expenditure Reports (IFER1) through MEGS+.

August 29 (month 14): The ISD submits IFER2 through MEGS+.

September 30 (month 27): The grant ends. Unused funds, if any, must be returned to the federal government.

October 1 to November 29: The ISD submits a Final Expenditure Report (FER) through the Cash Management System (CMS).

Program Finance

Enhancing Opportunities for Students With Disabilities (EOSD) Grant

Using IDEA Part B funds, Michigan established the EOSD grant. The grant provides funding for special education staff to complete the IDEA regulatory requirements or to enhance existing programs and services. The components associated with this project include grants and reports, regulatory activities, data collection, and technical assistance.

Grants are awarded annually. Each ISD submits an application which includes position requirements, responsibilities, and an appropriate budget. Grant applications are submitted to the OSE by July 1 of each year using the MEGS+.

The allocation of funds is determined based on the number of children and youth receiving special education services in the district in the previous school year.

The life of an EOSD grant is 12 months, starting July 1.

July 1 (month 1): The OSE awards the grant to the ISD.

August 29 (month 2): The ISD submits a final narrative report through MEGS+.

June 30 (month 12): The grant ends. Unused funds, if any, must be returned to the federal government.

July 1 to August 29: The ISD submits an FER through the CMS.

Transition Coordination Grant

Using IDEA Part B funds, Michigan established the Transition Coordination Grant. The grant provides funding for capacity-building activities that improve in-school and postsecondary outcomes for students with disabilities.

Grants are awarded annually. Each ISD submits an application that includes the resume of a designated Transition Coordinator, transition program information, and an appropriate budget. Grant applications are submitted to the OSE by July 1 of each year using the MEGS+.

The allocation of funds is determined based on the number of children and youth ages 14 through 21 receiving special education services in the district in the previous school year.

The life of a Transition Coordination Grant is 12 months, starting July 1.

July 1 (month 1): The OSE awards the grant to the ISD.

February 15 (month 8): The ISD submits a mid-year report through MEGS+.

June 30 (month 12): The grant ends. Unused funds, if any, must be returned to the federal government.

July 1 to August 29: The ISD submits a final progress report through MEGS+.

MDE, Low Incidence Outreach (LIO)

Collette Bauman

Supervisor

517-241-4386

baumanc@michigan.gov

The MDE-LIO is funded through the OSE. The project provides technical assistance and resources statewide to serve and improve the quality of education for students who are blind or visually impaired (BVI), and students who are Deaf or Hard of Hearing (DHH), including those with multiple impairments.

The MDE-LIO also has direct oversight of Camp Tuhsmeheeta (Camp T), located in Greenville. Camp T is a 300-acre outdoor education facility that provides year-round programming for students with a visual impairment and others throughout the state of Michigan.

MDE-LIO Contact

Website

mdelio.org

Main line

517-373-2887

Visit mdelio.org for information on all services and programs available. MDE-LIO services include:

- Consultation
- Classes/workshops/conferences
- Professional development
- Free or low cost Braille and large print books
- American Printing House for the Blind (APH) materials
- Sign Language Assessments (ASLPI & MSLPI)
- Educational Interpreter Proficiency Assessments (EIPA)

Michigan School for the Deaf (MSD)

Mark Bouvy

Administrative Manager

810-257-1458

bouvy@michigan.gov

The MSD is a public residential school in Flint for students who are Deaf or Hard of Hearing (DHH) and was established by the Michigan legislature in 1848. Students are referred to the school by their local school district, and placement is determined by an IEP team. The MSD serves DHH students ages 30 months through 25 years and their families throughout Michigan. Students who attend the MSD receive a unique combination of services and intense exposure to two languages, American Sign Language (ASL) and English, as well as academic and residential support services.

MSD Contact

Website

michiganschoolforthe deaf.org

Main line

V: 810-257-1400

VP: 810-515-8243

IDEA Grant Funded Initiatives (GFIs)

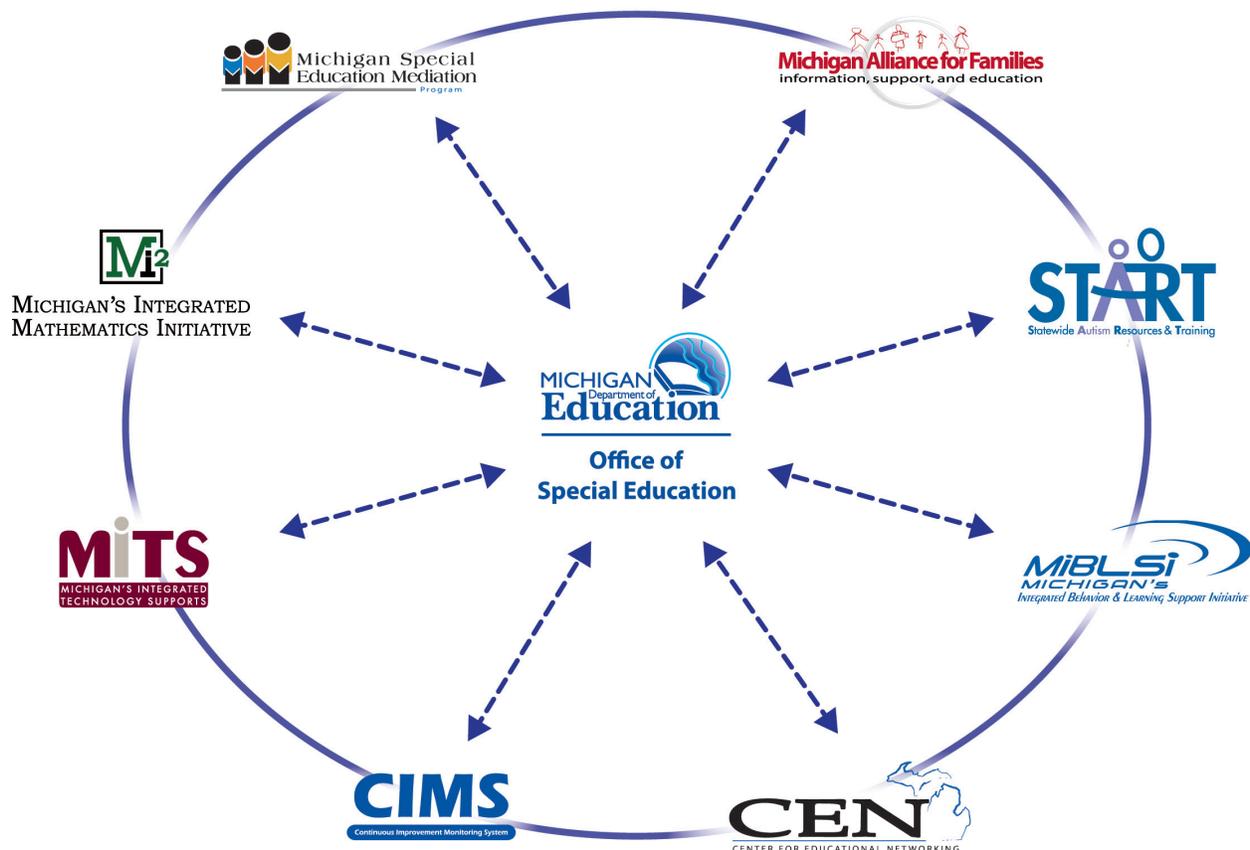
The OSE established various IDEA Grant Funded Initiatives (GFIs) to enhance its support for special education in Michigan. IDEA GFIs are funded by IDEA Part B and are awarded through the OSE.

IDEA GFIs provide statewide assistance in advancing evidence-based practices to support diverse learners. Each IDEA GFI addresses different needs identified through state or federal mandates and stakeholder-based concerns.

IDEA GFIs support a variety of stakeholders, including school districts and families of students with disabilities. Some examples of support include:

- Providing professional development and training.
- Implementing proven programs in schools.
- Producing or loaning materials for students.
- Disseminating critical guidance and information.

IDEA Grant Funded Initiatives



IDEA Grant Funded Initiatives



Center for Educational Networking (CEN)

CEN supports the OSE and its IDEA GFIs to effectively communicate with audiences who support students with disabilities. CEN adheres to principles of strategic communication planning. Efforts are organized around document and information services, web and technology services, event management, and facilitation.

Holly Sasso

Director

hsasso@cenmi.org

517-908-3905

Website

cenmi.org

CIMS

Continuous Improvement and Monitoring System (CIMS)

The CIMS is Michigan's monitoring system designed to support districts in meeting their obligations to fulfill compliance with the IDEA and the MARSE. The CIMS is managed by the OSE Performance Reporting Unit.

Jeanne Anderson Tippet

Coordinator

andersontippetj@michigan.gov

517-335-3086

Website

cims.cenmi.org



Michigan Alliance for Families

Michigan Alliance for Families works through regional sites that offer individual support, mentoring, and learning opportunities for parents of children with disabilities. Education partners and parent mentors are available to deliver supports and services to parents in their area.

Sherri Boyd

Director

sherri@arcmi.org

517-492-5025

Website

michiganallianceforfamilies.org

IDEA Grant Funded Initiatives



Michigan Special Education Mediation Program (MSEMP)

MSEMP provides trained, neutral facilitators to assist with individualized family service plan (IFSP) meetings, IEP team meetings, and resolution sessions. MSEMP also offers various workshops on special education related topics, including conflict resolution.

David Gruber

Director

david.gruber@msemp.org

517-485-2274

Website

msemp.cenmi.org



Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

MiBLSi helps districts implement an integrated behavior and reading Multi-Tiered System of Support (MTSS) in its schools. The MTSS helps students become better readers and use appropriate behavior, which results in increased student success in the school and the community.

Steve Goodman

Director

sgoodman@miblsimtss.org

877-702-8600 ext. 4027

Website

miblsi.cenmi.org



MICHIGAN'S INTEGRATED
MATHEMATICS INITIATIVE

Michigan's Integrated Mathematics Initiative (Mi)²

(Mi)² identifies and promotes proven practices for teaching math to students who struggle with learning. (Mi)² is creating a statewide network of trained facilitators and practitioners to provide professional development for these practices.

Jeff Diedrich

Director

jeff.diedrich@gmail.com

517-488-5489

Website

mi2.cenmi.org

IDEA Grant Funded Initiatives



Michigan's Integrated Technology Supports (MiTS)

MITS works to eliminate barriers in the educational environment through assistive technology, accessible instructional materials, and the framework of universal design for learning. MITS has an extensive lending library of assistive technologies available for trial use in Michigan's public schools.

Jeff Diedrich

Director

jeff.diedrich@gmail.com

517-488-5489

Website

mits.cenmi.org



Statewide Autism Resources and Training (START)

START supports the education and transition needs of students with Autism Spectrum Disorder (ASD). START provides technical assistance, including year-long intensive training, at the district level to implement best practices for students with ASD.

Amy Matthews

Director

matthewa@gvsu.edu

616-331-3513

Website

gvsu.edu/autismcenter